

THE ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC GOLF
FOR HIGH SCHOOL GIRLS IN IOWA
1968

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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June 1968

1968
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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

During the last two decades there has been an increase in the participation in golf. This increase has focused itself primarily outside the school. Recently however, this increased interest in golf has been keenly felt within the school.

There are many factors responsible for this increased interest in golf participation by boys and girls at the high school level. Television has played an important role in making the public aware of the opportunities in golf. Through television golf can be viewed being played at its best. In this way, it has been an indirect teacher of golf. Most of the television golf experts got their start at an early age and this seems to be an incentive to our youth.

Because of our increase in leisure time and emphasis on recreational activities golf has come to the fore as an excellent family activity. This may account for the fact that there seems to be more women and young people playing golf today. Golf is a very desirable recreational activity for people of all ages.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the organizational and administrative

practices of interscholastic golf for high school girls in Iowa.

Importance of the study. With an increased interest in girls' golf comes an increase in more highly skilled golfers and an increase in the desire to compete interscholastically at the high school level. With interscholastic competition comes the responsibility of organizing and administering a golf program.

Iowa has had interscholastic competition in girls' golf for Iowa Girls High School Athletic Union members for eleven years. Because of increased interest, many additional schools are supplementing their athletic program with the addition of girls' golf. It is hopeful that the material presented in this study will be of help to schools in Iowa and other states that may be starting a girls' golf program. Schools may use this study to evaluate and compare their respective programs and secure information that will advance these programs for better interscholastic golf competition as well as more efficient organization and administrative procedures.

II. DEFINITION OF TERMS USED

Interscholastic. Interscholastic refers to that competition that takes place between teams from different schools.

Girls' golf. Girls' golf, as used in this study, refers to the game as played on an interscholastic basis.

I.G.H.S.A.U. The initials I.G.H.S.A.U. are used to represent the Iowa Girls' High School Athletic Union.

A.A.H.P.E.R. The initials A.A.H.P.E.R. are used to designate the American Association for Health, Physical Education and Recreation.

D.G.W.S. The initials D.G.W.S. refers to the Division for Girls' and Women's Sports of the A.A.H.P.E.R.

III. LIMITATIONS OF THE STUDY

Data for this study were obtained by questionnaire for the 1967-1968 school year for those schools in Iowa that are members of the I.G.H.S.A.U. There was some chance for misinterpretation of items on the questionnaire, as personal interviews were not obtained to verify all responses.

IV. PROCEDURES

After a review of the pertinent literature, a questionnaire was developed on the organization and administration of girls' golf. The questionnaire covered the following areas: Coaching responsibilities, player eligibility, budget, physical examinations, practice time, equipment, awards, matches, travel, player selection, number of participants in the program and tournaments.

A copy of the questionnaire was sent to each member of the Girls' Golf Advisory Committee of the I.G.H.S.A.U. for validation. The validated questionnaire was then sent to the girls' golf coach of 109 member schools of the I.G.H.S.A.U. Results of the questionnaire were tabulated, discussed, conclusions were drawn, and a summary and recommendations were made. The results of this questionnaire will be presented and discussed in Chapter III.

CHAPTER II

REVIEW OF THE LITERATURE

Golf is part of the total athletic program of schools participating in the sport competitively. This review of literature will establish background in the ways in which golf is organized to become a part of the total program.

I. THE BACKGROUND AND STATUS OF GOLF AS A SPORT FOR WOMEN

The history of golf can be traced to England and Scotland where a crude mallet head club made of wood was used to hit a ball. The first golf course was built in the mid 1700's and is still in existence today. Golf came to the United States in the 1800's. Its popularity grew until numerous golf courses were built. The United States Golf Association was formed in an attempt to standardize the rules of play.

Women were slow to find their way into the field of golf. According to Barnes,¹ Mildred "Babe" Zaharias became the first internationally known woman golfer in the 1900's. The first National Collegiate Golf tournament for

¹Mildred J. Barnes and others, Sports for Girls and Women (New York: Appleton Century Crofts, 1966), p. 202.

women was held at Ohio State University in 1941.

There have been many words written in support of athletics for women. Jernigan wrote that, "Our crucial need is to raise the national dynamic fitness of girls and the average performance by girls in all sports."¹

Because the role of women has changed so greatly during the past two decades, women are now free to compete or participate in most non-contact sports.

The foreign countries have placed much emphasis on the woman athlete. Her success in international competition has had its effect on the American female athlete. It has seemed to cause the American to strive for increased perfection in her sport and to encourage more American women to participate. In regard to this situation Bucher stated:

The athletic successes of women from other countries as reflected in Olympic competition has resulted in many educators and public minded citizens to stress sports for gifted women athletes. The trend would appear to be in the direction of providing more opportunities for girls and women to participate in school and college competitive sports.²

Due to the many influences affecting girls' athletics, the active participation of girls is occupying an increasingly

¹Sara S. Jernigan, "Third National Institute on Girls Sports," A.A.H.P.E.R. (Washington, D.C.: Department of N.E.A., 1966), p. 4.

²Charles A. Bucher and others, Athletics in Schools and Colleges (New York: The Center for Applied Research in Education, 1965), p. 71.

more prominent role in the schools today.

Bucher believed the programs appear to be well supervised, well controlled, and free of many of the abuses and problems associated with boys' and men's athletics.¹

In the area of women's sports, one of the most influential organizations is the Division for Girls' and Women's Sports of the American Association for Health, Physical Education and Recreation. This organization is responsible for establishing standards by which most athletic programs are conducted in schools and colleges throughout the nation. Their purpose of promoting women's sports has done much to improve the status of women in all sports.

II. THE ADMINISTRATION OF GOLF AS A PART OF THE TOTAL ATHLETIC PROGRAM

The girls' interscholastic golf program in the high school today should be developed on the basis of individual needs and characteristics and its place in the total athletic program of the school.

The administrator in charge of the athletic program for girls is responsible for accomplishing the objectives for which the program is established. According to Bucher the administrator should see that the program meets the following standards:

¹Ibid., p. 79.

1. Be a part of the general educational program.
2. Complement and supplement the total physical education program.
3. Be controlled in the same manner as the general educational program.
4. Be conducted by qualified physical educators.
5. Be conducted in a manner that will enhance the health of the participants.
6. Be conducted according to the rules and regulations and recommendations of professional associations, leagues, and athletic conferences.¹

To give the proper leadership to the total interscholastic sports program it must have excellent leadership by a person who has been assigned the authority of operating the program. Forsythe said:

in every instance the prospective superintendent or principal will be the final authority for the administration of the athletic program in his school. The day has gone when, because a man has played outstanding football, basketball or baseball in college, he may be considered adequately prepared to administer an efficient educational athletic program.²

Today in many of our schools the athletic director is added to the administrative leadership of the total school program. With the programs of schools on the increase and other administrative duties of the principal also on the increase, this position is necessary. The Coaches Handbook gives the following ideas on responsibility:

It is the duty of the principal to see that adequate authority is vested in the person

¹Ibid., p. 95.

²Charles E. Forsythe, Administration of High School Athletics (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1962), p. 165.

responsible for the athletic program. The person in charge of the program should be aware of the facilities and physical make-up of this plant and should develop it to the fullest potential use, always keeping in mind its limitations.¹

In the area of girls' golf the athletic director plays an important role in a successful program. Besides giving leadership to the program of girls' golf he can be of excellent help to the golf coach. The most important single function of the athletic director in this area would be scheduling of matches. Through desirable communication procedures, the director and the coach can plan and can solve many problems together.

The responsibility of actually making the program functional and worthwhile becomes the duty of the girls' golf coach. The person for this position is usually selected by the chief school administrator. Recommendations from the athletic director and principal are also considered. Bucher stated the following ideal considerations for employing a coach:

The administrator should hire only properly qualified teachers to conduct the sports program. Teachers should be experts in their task of leading others and understand and utilize the best techniques for teaching and conducting sports. They should reflect all those physical, mental, emotional, and social qualities that they seek to develop in others.²

¹A.A.H.P.E.R., Coaches Handbook (Washington, D.C.: National Education Association, 1960), p. 39.

²Bucher, op. cit., pp. 76-77.

In terms of the coach's responsibility to the players, Bucher feels that the coach should display the highest standards of ethical conduct and sportsmanship. The coach's ideals must be strong and not open to compromise. Ideally it would seem that all coaching should be done by members of the physical education staff. Of course this is not possible in all schools, especially small ones where the staff is small and the athletic program diversified. All coaches, however, should be certified teachers of physical education.¹

The relationship of the coach to the players will have an important effect on the success of the program. The Coaches Handbook explains it the following way:

To be most effective, the coach must be honest and impartial in all his relations with the athlete, firm and rigorous in his policies, and yet kindly and understanding in dealing with personal problems that arise. He should adopt a carefully analytical attitude in diagnosing individual difficulties. Above all, he should never risk losing the respect of athletes by allowing moral lapses in his own conduct.²

The professional coach of today has an opportunity to get material and keep abreast of current techniques on the sport by joining professional organizations. Some of these are: A.A.H.P.E.R., National and State Coach's Associations and National and State Education Associations.

¹Ibid., p. 49.

²Coaches Handbook, op. cit., p. 4.

Good communication between the coach and the athletic administrator can do a great deal to keep the program running smoothly. It will also serve to keep the basic objectives in sight at all times.

III. BUDGET AND FINANCE FOR THE ATHLETIC PROGRAM

Since girls' interscholastic golf is a sport where profit from gate receipts are very low or do not exist, other means must be used to subsidize the golf program. Forsythe suggested the following ways to supplement or support your girls' golf team:

1. Admission prices from other spectator sports.
2. Season ticket sales from other spectator sports.
3. Student activity fees.
4. Others:
 - a. tag sales
 - b. athletic carnivals
 - c. dances¹

A unified budget for the entire athletic program can equalize expenditures and keep the information under a single director.

In any information on budget the problem of the coach's salary is included. According to Bucher the problem of extra pay has received considerable attention. It should be classified as a supplementary salary given to teachers with a full teaching load who assume additional responsibilities, such as coaching, dramatics, band and orchestra, intramural

¹Forsythe, op. cit., p. 256.

athletics, club sponsorship and so on.¹

Athletic finances should be handled as carefully as any other finances. It should always be open to audit. There are some changes taking place in this area. The Coaches Handbook makes the following statement as to the handling of athletic finances:

In some states the control of athletic finances has been largely taken away from the coach. The administration or control of athletic finances is generally handled in the same manner as all other school funds. In some cities there is a trend toward having athletic finances directed from the central office.²

IV. PLAYER ELIGIBILITY AND REQUIREMENTS

In the organization of girls' golf programs the eligibility of those participating must be approved by the local administration and the state athletic association for girls. Before any girl within the local school can compete she must comply with all eligibility rules governing participation in interscholastic athletics. Current regulations include those relating to age, enrollment, semesters in school, amateur status, scholarship, independent team participation, awards, transfer, recruiting and marital status.

Physical examination requirements is an often raised

¹Bucher, op. cit., p. 95.

²Coaches Handbook, op. cit., pp. 40-41.

question concerning those participating in girls' golf. There is wide variance concerning physical examinations for athletes. Most states require that a student participating in athletics pass at least one examination for the year. Other states require a physical examination for each sport. Although the physical strain and endurance factors are different in golf, Bucher recommends that a physical examination is certainly a desirable requirement for participation in all school athletics.¹

Practice requirements and the actual organization of a girls' golf program will depend largely on the school, its facilities, the coach, and skill of participants. In organizing a golf program, Leahy made the following recommendation for scheduling:

We divide our program into four parts; fall, winter or early spring, spring and summer.

Fall: We limit this season to an intramural golf tournament. To create interest we divide into divisions according to scores and all division winners get certificates.

Winter or early spring: Since much individual instruction is needed for golf, we give it during this season indoors. During this season we teach grip, stance, swing, chip and putt (on a rug). Also rules and etiquette should be taught.

Spring: This is the season of interscholastic competition.

Summer: The actual golf season is short during the school year so pupils must take it upon themselves to play during the summer if they hope to improve.²

¹Bucher, op. cit., p. 54.

²Robert Leahy, "How to Set Up a Golf Program in Your High School," Iowa Girls Basketball Yearbook, Iowa Girls High School Athletic Union, Des Moines, 1958, pp. 125-127.

There are many avenues open to the coach in the area of proper golf instruction. Dypwich stated:

Instructional clinics conducted by golf professionals and coaches at most universities for high school coaches provide an excellent opportunity for the prep coaches to develop a sound knowledge of fundamentals, and to improve teaching techniques.¹

Printed material may also be selected to help the coach in the teaching of the techniques and skills in the game of golf.

The Lifetime Sports Education Project of the A.A.H.P.E.R. brought together in four centers twenty-five of the outstanding teachers in each sports activity of golf, tennis, badminton, and bowling. The basic purpose was to identify ideas and materials to share with selected leaders attending clinics within the many states. The state leaders in turn have been requested to react to the material and add creative ideas with respect to the creating of a materials center where coaches can select various items discussed and add them to coaching techniques.²

V. PRACTICES, SAFETY, AWARDS

The golf coach must take advantage of any space given him to plan the type of practice situation most beneficial to the team. In planning practice situations the coach must

¹Lotis J. Dypwich, Golf, Swimming, Tennis (Mankato, Minnesota: Creative Educational Society, 1961), p. 33.

²A.A.H.P.E.R. "Ideas for Golf Instruction," (Washington, D.C.: N.E.A., 1966), p. 1.

take into consideration the availability of the area, transportation and safety precautions.

When a suitable practice area has been secured by the respective school a coach may begin teaching the various techniques needed by the individual members. Ainsworth developed this list of techniques for golf practice sessions:

- I. The Grip
 - A. Overlap
 - B. Interlock
 - C. Full fingered
- II. The Stance
 - A. Square
 - B. Closed
 - C. Open
- III. The Full Swing
 - A. Backswing
 - B. Downswing
 - C. Follow-through
- IV. Approach Shots
 - A. Pitch shots
 - B. Pitch and run shots
- V. Putting
- VI. The Sand-trap or Basic Explosion
- VII. Hill Lies
 - A. Up hill
 - B. Down hill
- VIII. Side Hill lies
 - A. Feet higher than the ball
 - B. Feet lower than the ball
- IX. Basic Rules
- X. Etiquette¹

For practice sessions and for travel to and from matches, many safety precautions must be taken. The attitudes toward safety must be transferred from coach to student by practicing all of the safety rules associated

¹Dorothy S. Ainsworth and others, Individual Sports for Women (Philadelphia: W. B. Saunders Co., 1963), p. 206.

with golf. Bucher suggests that coaches use this list of safety precautions during practice sessions:

1. Never swing near another student. Always check that there is plenty of space before swinging a club.
2. Avoid walking closely to anyone swinging a club.
3. All students stay behind the line until all have finished hitting the balls out and the instructor gives the signal to collect the balls.
4. Care of the hands: a. advise the use of a glove to avoid blisters; b. advise against rings; c. advise the student to stop swinging if the hands begin to become sore.¹

Forsythe cautions coaches to check carefully if students are driving from school to practice areas. There should not be more people in the car than legal capacity allows. The safety of students participating in athletic programs is entrusted to those individuals charged with the supervision of such programs.²

After the completion of the golf season it becomes the responsibility of the coach to recommend suitable awards to the program participants. Whatever award system is chosen, Forsythe urges that definite policies and participation requirements should be established, tempered in most cases by recommendations of school authorities concerned.³ This will enhance the award and make it actually one of school recognition.

¹Bucher, op. cit., p. 180.

²Forsythe, op. cit., p. 302.

³Ibid., p. 247.

The type of award given has received much attention. Much has been done in recent years to minimize the material value of the award. In granting awards the most common is the letter to be worn on a jacket or sweater.

While golf can lay claim to many of the benefits of other sports, it has many merits which are unique. Few sports offer the lasting carry-over value of golf, a game that can be enjoyed well past middle-age. There is great social value in the game for it enables one to make contacts with individuals of congenial interests. It promotes comradeship not possible in faster sports.

CHAPTER III

ANALYSIS OF DATA FROM THE SCHOOLS REPORTING

After completing the administration of questionnaires, the resulting data were compiled and examined. Of the 109 questionnaires sent out to the member schools of the I.G.H. S.A.U., returns were received from ninety-nine. Of the returned questionnaires, ninety-four were complete. Five questionnaires were returned incomplete because these schools did not participate in girls' golf. In this chapter, there will be an overall look at the organization and administration of girls' golf as it is now in Iowa.

I. RESPONSE TO THE QUESTIONNAIRE

Administration. Of the ninety-four schools replying to the questionnaire, fifty-five reported that the athletic director was responsible for the total athletic program.

The complete tabulation follows:

<u>Person Responsible for Athletic Program</u>	<u>Number of Schools</u>
Athletic Director	55
Superintendent	21
Principal	16
Individual Coach	1
Activity Coordinator	1

Fifty-two schools reported that the athletic director was directly responsible for scheduling golf matches. Twenty-seven reported that the golf coach scheduled the matches. Thirteen schools indicated the principal and two indicated that the superintendent was responsible for scheduling golf matches.

Forty-two schools replied that they used a written contract for scheduling golf matches. Twenty-one schools used a verbal agreement. Of the remaining schools, twenty-nine indicated the use of both types of scheduling.

Coaching. Of the ninety-four schools reporting, forty-five coaches were members of the physical education staff. The following tabulation lists the subjects taught by the golf coaches for the schools replying to the questionnaire:

<u>Subjects Taught</u>	<u>Number of Schools</u>
Physical Education	45
Social Studies	19
Science	9
Industrial Arts	8
English	5
Mathematics	3
Business Education	2
Counselor	2
Driver Education	1

Of the ninety-four schools reporting, fifty-seven coaches indicated a major in physical education. The following tabulation shows the majors held by the reporting coaches:

<u>Major</u>	<u>Number of Coaches</u>
Physical Education	57
Industrial Arts	7
English	6
Social Studies	5
Biology	4
Did not indicate	4
Business Education	3
Mathematics	3
History	2
Geography	1
Economics	1
Home Economics	1

Twenty-nine coaches based their selection as golf coach on their desire to coach that particular sport. Forty-five reported that they were qualified because of special ability in that sport. One coach reported availability as a basis for selection. Seven coaches reported that they were appointed to the position. Twelve coaches did not respond.

The following tabulation shows the number of coaches belonging to various professional organizations, and some of

the responding coaches indicated membership in more than one organization:

<u>Organization</u>	<u>Number of Coaches</u>
Iowa State Education Association	60
Local Education Association	46
National Education Association	44
No memberships	15
A.A.H.P.E.R.	5
I.A.H.P.E.R.	3
Coaches Association	2

Budget. Of the ninety-four schools replying to the questionnaire, forty-two reported having a budget for girls' golf and fifty-two reported no budget in use. The following tabulation shows the budget amounts for those forty-two schools using a budget for girls' golf:

<u>Amount of Budget</u>	<u>Number of Schools</u>
Flexible	13
\$300	5
100	4
250	2
200	2
150	2
75	2
500	1

<u>Amount of Budget</u>	<u>Number of Schools</u>
\$450	1
425	1
350	1
274	1
258	1
225	1
140	1
120	1
85	1
69	1
50	1

Seventy-eight schools reported that the athletic fund was the source of income for the support of girls' golf. Ten schools received their golf support from the general fund. The following tabulation shows the sources of income and support of girls' golf as reported by individual schools:

<u>Source of Income</u>	<u>Number of Schools</u>
Athletic Fund	78
General Fund	10
Activity Fund	2
Towel fee	1
Booster Club	1
Girls Recreation Association	1
Return from District Match	1

Forty-eight schools reported that the money for the athletic fund comes from gate receipts for all sports. Thirty-eight schools reported that student activity fees and gate receipts support this fund. Eight schools reported other support of the athletic fund as Booster Clubs, projects by students and special events for athletics.

Of the ninety-four schools replying to the questionnaire, seventy-eight reported that the salary of the golf coach was not a part of the golf budget. Nine schools reported that the coach's salary was included in the budget. Seven schools did not respond to this question.

Extra compensation for coaching golf was reported as being given by eighty-seven of the responding schools. Seven schools indicated there was no extra compensation for coaching golf.

Of the ninety-four schools replying to the questionnaire seventy-five schools replied that the golf coach did not receive released time or a reduction in teaching load during the golf season. Seventeen replied that they did receive some released time. Two indicated a reduction in teaching load during the golf season.

The following tabulation shows the main purposes money is used and needed to support a girls' golf team:

<u>Major Expenditures</u>	<u>Number of Schools</u>
Equipment purchases	43
Travel Expense	41
Green fees	8
Meal expense	1

Matches. Of the ninety-four schools replying to the questionnaire, thirty-five reported that they scheduled ten or more golf matches during the 1967 golf season, not including tournaments. Nine schools reported that no interscholastic matches were scheduled but they did participate in the district tournament. Three did not respond to this question. The following tabulation shows the total number of matches scheduled by various schools for the 1967 golf season:

<u>Number of Matches Scheduled</u>	<u>Number of Schools</u>
15	1
14	2
13	3
12	13
11	3
10	13
9	3
8	15
7	5

<u>Number of Matches Scheduled</u>	<u>Number of Schools</u>
6	11
5	6
4	4
2	3
No matches	9
No reply	3

Of the ninety-four schools replying to the questionnaire, ninety reported that they do participate in the District Golf Tournament. Three schools reported that they do not participate unless they have individual girls interested. One school reported that their participation was uncertain because of beginning a new program in girls' golf.

Seventy-seven of the ninety-four reporting schools replied that they do not have a conference tournament for girls' golf. Seventeen reported that they do participate in a conference tournament. Of the seventy-seven schools not participating in a conference tournament, seven reported that a conference tournament was in the planning. Three schools reported that plans for a conference tournament were indefinite. Sixty-seven reported there was no conference tournament in the planning.

Travel. Of the ninety-four schools replying to the questionnaire, seventy reported that their teams are involved

in travel to and from matches and practices. These seventy schools also reported that there was no limit as to the number of miles allowed for travel to and from matches.

The following tabulation shows the travel limitations of the twenty-four schools reporting travel restrictions:

<u>Travel Limits</u>	<u>Number of Schools</u>
Fifty miles-one way	8
Sixty miles-one way	3
Local only	3
One hour travel time-one way	2
One hundred miles-one way	2
Thirty-five miles-one way	1
Forty miles-one way	1
Sixty-five miles-one way	1
Seventy miles-one way	1
Seventy-five miles-one way	1
Eighty miles-one way	1

Eligibility and awards. Eighty-eight of the ninety-four schools replying to the questionnaire have a code of conduct for athletes. Six schools do not. Sixty-eight schools have local rules in addition to I.G.H.S.A.U. rules. Twenty-six schools do not have additional local rules.

In response to physical examination requirements, fifty-eight of the responding schools do require a physical examination for participation in girls' golf. Thirty-two do

not require physical examinations and one school has not established a policy relating to this requirement.

Of the ninety-four schools replying to the questionnaire, fifty-eight reported that physical examinations should be a requirement for participation in girls' golf. Thirty-six did not feel this to be a necessary requirement.

Eighty-nine of the schools replying to the questionnaire give an award of some kind for participation in girls' golf. Three schools do not give awards and two schools do not have an established policy. The following tabulation shows the types of award presented for participation in girls' golf:

<u>Type of Award</u>	<u>Number of Schools</u>
School Monogram	86
No definite award	4
Certificate	2
Girls' Athletic Association Letter	1
Silver charm	1

Of the ninety-four schools reporting, forty-one reported that they sponsored an awards banquet for girls' golf. Fifty-three replied that they had no special awards banquet. These fifty-three schools indicated that they presented awards at an awards assembly at school.

Growth of girls' golf. The approximate number of girls who were enrolled in the ninety-four schools reporting

is 27,894. Approximately 1,724 girls participated in the girls' golf program. The following tabulation shows the average number of girls participating in a golf program in various size schools:

<u>Approximate Number of Girls in High School</u>	<u>Average Number of Girls in Golf Program</u>	<u>Number of Schools</u>
1000 and over	30	3
801 - 999	19	4
701 - 800	24	6
501 - 700	24	6
301 - 500	23	8
201 - 300	22	21
101 - 200	15	32
50 - 100	13	9
No response	--	5

Of the ninety-four schools replying to the questionnaire the following results were obtained concerning the number of girls participating throughout the spring golf season for designated years:

<u>Year of Spring Golf Season</u>	<u>Number of Girls Participating</u>
1965	717
1966	892
1967	1201

This tabulation shows an increase in participation of 484 girls during a three year period.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this field report was to present a study of the organization and administrative practices of interscholastic golf for girls in Iowa. This study was to present information regarding administration of the program, coaching requirements and duties, budget, golf matches, travel, eligibility, awards programs and growth of girls' golf.

This study was accomplished through a survey by questionnaire of 94 member schools of the I.G.H.S.A.U. The questionnaire results were reported and summarized in Chapter III.

Preparatory to the investigation concerning the various aspects of the organization and administration of a girls' golf program, a review was made of current literature relative to the subject as reported in Chapter II.

II. CONCLUSIONS

The present study has provided data in support of the following conclusions:

1. Of the ninety-four schools reporting, fifty-five per cent reported that the athletic director was responsible for the total athletic program. Fifty-five per cent reported that the athletic director was directly responsible for scheduling golf matches. In twenty-eight per cent of the schools the golf coach is responsible for scheduling the golf matches.
2. Of the schools replying to the questionnaire, forty-five coaches reported that they were members of the physical education staff. Fifty-seven of the coaches reported having a major in physical education.
3. Five of the ninety-four schools reported that their golf coach was a member of the A.A.H.P.E.R. Less than half of the reporting schools' golf coaches, forty-four of ninety-four, held membership in the National Education Association.
4. Forty-one of ninety-four reporting schools operate their golf program on a budget. The main uses of the budget were for equipment and travel. Support of the budget, for the most part, came from the athletic fund. One school reported that team members financed the golf program.
5. Ninety-three per cent of the schools reported that

the golf coach received extra compensation for coaching golf. Eighteen per cent of the coaches responding reported that they got released time or a reduction in teaching load during golf season.

6. Of the ninety-four schools replying to the questionnaire, ninety-six per cent reported participation by their girls' golf team in the District Tournament.
7. Only nineteen per cent or seventeen of the schools reporting, indicated participation in a conference golf tournament. Seven schools indicated a conference tournament was in the planning stages.
8. Seventy schools reported there was no limit to the number of miles allowed for travel to and from matches. The twenty-four schools with travel limitations reported that their travel limits ranged from local only to allowances of one hundred miles one way.
9. Of the ninety-four schools reporting, sixty-one per cent require physical examinations for girls participating in golf programs. This same sixty-one per cent also supported the necessity for requiring physical examinations for golf participants.

10. Eighty-six schools reported giving an award in girls' golf. Forty-one of that group reported additional awards banquet.

11. The average number of girls reporting for participation in a golf program of the ninety-four responding schools is twenty-one. The range for the three year period is as follows:

<u>1965</u>	<u>1966</u>	<u>1967</u>
0 - 37	0 - 32	0 - 60

In the same three year period the median scores are as follows: 1965 - seven; 1966 - ten; 1967 - twelve. In a three year period 1965, 1966, 1967, the participation in girls' golf has increased by approximately 484 girls.

12. According to figures presented in this study, there were 1,724 girls beginning the 1967 spring golf season. 1,201 girls completed the golf season. This shows a loss of 523 girls during the season.

III. RECOMMENDATIONS

There are many factors to be considered in the organization and administration of an interscholastic girls' golf program. Five schools returning this questionnaire did not have a complete program of girls' golf. Through the

responses to the questionnaire, the main problems to providing a complete program were lack of facilities and lack of sufficient funds.

Based upon the findings of this study, the following recommendations are made:

1. In order to avoid conflicts in scheduling, the school athletic events should be the responsibility of one athletic official, according to the research findings of Forsythe.
2. All girls' golf coaches should have at least a minor in physical education, and be certified teachers of physical education as recommended by Bucher.
3. More schools should include the golf program in the total athletic budget. Operating the golf program on a budget would provide equal opportunity for participation in girls' golf.
4. To promote enthusiastic golf competition in all schools, a greater opportunity needs to be provided for tournament play by establishing more interscholastic golf play within a conference.
5. Based upon research by Bucher, programs for physical examinations before participation

in any sport on the interscholastic high school level should be established.

6. Of the ninety-four responding coaches, forty-five were members of the physical education staff. Of this number only five were members of the A.A.H.P.E.R. More coaches should take advantage of the opportunity of belonging to the professional organization in their field.

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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

Dear Girls' Golf Committee Member:

I am conducting a study on the organization and administration of girls' golf in Iowa as partial fulfillment of the requirements for a Master's Degree in physical education.

I have formulated a questionnaire to provide the information needed. Mr. Wayne Cooley, the executive secretary of the Iowa High School Girls' Athletic Union, has given his support to this project and is very interested in the findings of the study.

To validate this questionnaire, I am asking each member of the Girls' Golf Advisory Committee to fill out the questionnaire before I send it to the girls' golf coaches in Iowa. Please comment on any questions that you do not understand and objectively evaluate the questionnaire. I would appreciate any comments concerning the contents of the questionnaire.

Thank you for your cooperation in this matter.

Sincerely,

Bill J. Coldiron
Golf Coach
Valley High School
West Des Moines, Iowa 50265

APPENDIX B

THE ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC
GOLF FOR HIGH SCHOOL GIRLS IN IOWA 1968

Name _____ (This questionnaire to be
filled out by the golf coach
School _____ and returned in the envelope
provided.)

I. Administration

A. Who is the school official responsible for the total
athletic program?

____superintendent

____principal

____athletic director

____other:

B. Who is the school official responsible for scheduling
golf matches?

____superintendent

____principal

____athletic director

____golf coach

____other:

C. What type contract is used for scheduling matches?

____written contract ____verbal agreement

II. Coaching

A. Are you a member of the physical education staff? __yes

__no

- B. If you are not a member of the physical education staff, indicate what subjects you teach.

- C. Do you hold a degree in physical education? ____yes

(check which - ____major ____minor) ____no

- D. If you do not hold a degree in physical education, indicate what degree is held.

- E. List any professional education or athletic organizations to which you belong:

III. Budget

- A. Is there a budget for your girls' golf team? ____yes

____no

- B. If you administrate the program on a budget, how much are you allowed?

_____amount

- C. What is the source of income of your golf budget?

_____general fund

_____athletic fund

_____others:

- D. If you have an athletic fund, from where does the money come?

_____gate receipts from all sports

_____student activity fees

_____other

- E. Does the golf budget include the coach's salary___yes

___no

- F. Do you receive extra compensation for coaching golf?

___yes

___no

- G. Do you get released time or a reduction in duties from your teaching load during golf season?

_____released time

_____reduced teaching load

_____none

_____others:

- H. If you administrate the golf program on a budget, for what is it used?

_____purchase of equipment

_____traveling expense

_____other:

IV. Matches

- A. Indicate the number of girls' golf matches in your schedule for 1967.

_____ total matches

_____ home matches

_____ away matches

- B. Do you participate in the District Tournament? ____yes
 ____no

- C. List any other tournaments in which you participate:

- D. Do you belong to a conference? ____yes
 ____no

- E. Do you have a conference tournament? ____yes
 ____no

V. Travel

- A. Check the areas that involve travel for your team:

_____ to and from practice

_____ to and from matches

_____ others:

- B. Are you limited as to the number of miles involved in traveling to golf matches? ____yes ____no
 If yes, how many miles? _____.

VI. Eligibility and Awards

- A. Do you have a code of conduct established for all athletes? _____yes _____no
- B. Do you have local eligibility rules in addition to I.H.S.A.U.? _____yes _____no
- C. Do you require physical examinations for all members of the girls' golf team? _____yes _____no
- D. Do you feel physical examinations are necessary for participation in golf? _____yes _____no
- E. Do you give an award for participation in girls' golf? _____yes _____no
- F. What type of award do you give:

_____letter

_____Girls' Athletic Association letter

_____other: _____

- G. Do you have an awards banquet? _____yes _____no

VII. Growth of Girls' Golf

- A. Indicate the number of girls in high school. _____
- B. Indicate the number of girls participating in the girls' golf program. _____
- C. Indicate number of girls participating in girls' golf under each year.

1965

1966

1967

- D. What type growth does this represent in relation to former years of 1965 and 1966?

_____increase _____decrease

APPENDIX C

February 8, 1968

Dear Coach:

I am conducting a study on the organization and administration of girls' golf in Iowa as partial fulfillment of the requirements for a Master's Degree in physical education.

I have formulated a questionnaire to provide the information needed. It has been validated by the Girls' Golf Advisory Committee. Mr. Wayne Cooley, the Executive Secretary of the Iowa Girls' High School Athletic Union, has given his support to this project and is very interested in the findings of the study. I would appreciate your completing the questionnaire and returning it to me as soon as possible.

Sincerely,

Bill J. Coldiron
Golf Coach
Valley High School
West Des Moines, Iowa

Enos.

APPENDIX D

THE ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC
GOLF FOR HIGH SCHOOL GIRLS IN IOWA 1968

Name _____

(This questionnaire to be
filled out by the golf coach
and returned in the envelope
provided.)

School _____

I. Administration

A. Who is the school official responsible for the total
athletic program?

_____superintendent

_____principal

_____athletic director

_____other:

B. Who is the school official responsible for scheduling
golf matches?

_____superintendent

_____principal

_____athletic director

_____golf coach

_____other:

C. What type contract is used for scheduling matches?

_____written contract _____verbal agreement _____both

II. Coaching

A. Are you a member of the physical education staff?

_____yes

_____no

- B. If you are not a member of the physical education staff, indicate what subjects you teach.

- C. Do you hold a degree in physical education? ____yes

(Check which - ____major ____minor) ____no

- D. If you do not hold a degree in physical education, indicate what degree is held.

- E. What was the basis for your selection or appointment as golf coach?

- F. List any professional education or athletic organizations to which you belong:

III. Budget

- A. Is there a budget for your girls' golf team?

____yes ____no

- B. If you administrate the program on a budget, how much are you allowed?

_____amount (1967-68)

C. What is the source of income of your golf budget?

_____ general fund

_____ athletic fund

_____ others:

D. If you have an athletic fund, from where does the money come?

_____ gate receipts from all sports

_____ student activity fees

_____ other:

E. Does the golf budget include the coach's salary?

_____ yes _____ no

F. Do you receive extra compensation for coaching golf? _____ yes _____ no

G. Do you get released time or a reduction in duties from your teaching load during golf season?

_____ released time

_____ reduced teaching load

_____ none

_____ others:

- H. If you administrate the golf program on a budget, for what is it used?

_____ purchase of equipment

_____ traveling expense

_____ other:

IV. Matches

- A. Indicate the number of girls' golf matches in your schedule for 1967.

_____ total matches

_____ home matches

_____ other:

- B. Do you participate in the District Tournament?

_____ yes _____ no

- C. List any other tournaments in which you participate:

- D. Do you have a conference tournament? _____ yes _____ no

- E. Is there a conference tournament being planned?

_____ yes _____ no

V. Travel

- A. Check the areas that involve travel for your team.

_____ to and from practice _____ others:

_____ to and from matches

- B. Are you limited as to the number of miles involved in traveling to golf matches? _____yes _____no

If yes, how many miles? _____

VI. Eligibility and Awards

- A. Do you have a code of conduct established for all athletes? _____yes _____no
- B. Do you have local eligibility rules in addition to I.G.H.S.A.U. _____yes _____no
- C. Do you require physical examinations for all members of the girls golf team? _____yes _____no
- D. Do you feel physical examinations are necessary for participation in golf? _____yes _____no
- E. Do you give an award for participation in girls' golf? _____yes _____no
- F. What type of award do you give:

_____letter

_____Girls' Athletic Association letter

_____other: _____

- G. Do you have an awards banquet? _____yes _____no

- H. Do you have any other type of awards program?

_____yes _____no

Describe: _____

VII. Growth of Girls' Golf

- A. Indicate the number of girls in high school. _____
- B. Indicate the number of girls reporting at the beginning of the season for participation in girls' golf.

- C. Indicate the number of girls participating at the end of the season under each year.

1965

1966

1967

- D. What type growth does this represent in relation to former years of 1965 and 1966.

_____increase _____decrease

APPENDIX E

A questionnaire was sent to each of the following Girls' Golf Advisory Committee for validation.

1. Joe Kuefler, Chairman
Dubuque Senior High School
Dubuque, Iowa
2. John Carle
Knoxville High School
Knoxville, Iowa
3. Mrs. C. G. Cole
Roosevelt High School
Des Moines, Iowa
4. Max Hines
Decorah High School
Decorah, Iowa
5. Miss Betty Heflin
Atlantic High School
Atlantic, Iowa
6. Al Jacobs
Denison High School
Denison, Iowa

APPENDIX F

A questionnaire regarding girls' golf was sent to the following member schools of the Iowa Girls High School Athletic Union.

1. Ackley-Geneva
2. Albia
3. Alta
4. Ames
5. Ankeny
6. Atlantic
7. Audubon
8. Bedford
9. Bellevue
10. (Latimer)
11. Carlisle
12. Carroll
13. Cedar Falls
14. Centerville
15. Central (Davenport)
16. Central (Elkader)
17. Central City
18. Charles City
19. Clarke
20. Colfax
21. Columbus (Waterloo)
22. Columbus (Columbus Junction)
23. Crestland (Early)

24. Creston
25. Dallas (Dallas Center)
26. Decorah
27. Dennison
28. Des Moines Technical
29. Dubuque
30. Dunlap
31. East (Des Moines)
32. East Buchanan (Winthrop)
33. Eldora
34. Glidden-Ralston
35. Grand (Boxholm)
36. Grinnell
37. Grundy Center
38. Hampton
39. Harlan
40. Heelan (Sioux City)
41. Humboldt
42. Ida Grove
43. Immaculate Conception (Charles City)
44. Indianola
45. Iowa Falls
46. Jefferson
47. Jefferson (Council Bluffs)
48. Jefferson (Cedar Rapids)
49. Johnston

50. Keokuk
51. Knoxville
52. Kuemper (Carroll)
53. Lake Mills
54. Lake View - Auburn
55. Laurens
56. Le Mars
57. Lincoln (Council Bluffs)
58. Lincoln (Des Moines)
59. Linn-Mar (Marion)
60. Maple Valley
61. Maquoketa
62. Marcus
63. Marshalltown
64. Mason City
65. Maxwell
66. Newell-Providence
67. New Hampton
68. Newman (Mason City)
69. Newton
70. North (Des Moines)
71. North Central (Manly)
72. Northwood-Kensett
73. Notre Dame
74. Norwalk

75. Odebolt-Arthur
76. Olin
77. Orange (Waterloo)
78. Osage
79. Ottumwa
80. Parkersburg
81. Perry
82. Pleasant Valley
83. Red Oak
84. Riceville
85. Rockford
86. Rolfe
87. Roosevelt (Des Moines)
88. Saydel
89. Sheffield-Chapin
90. Southeast Polk
91. South Hamilton (Jewell)
92. South Winneshiek (Calmar)
93. Tama-Toledo
94. Urbandale
95. Valley (West Des Moines)
96. Villisca
97. Visitation (Dubuque)
98. Wahlert
99. Walsh (Ottumwa)

- 100. Wapello
- 101. Washington (Cedar Rapids)
- 102. Waverly-Shell Rock
- 103. Wayne (Corydon)
- 104. Wellsburg
- 105. West (Davenport)
- 106. West (Waterloo)
- 107. West Branch
- 108. West Monona
- 109. West Sioux